



## SHAPE California Work Plan

This document is meant to serve as a planning tool to use in implementing the comprehensive approach of SHAPE California in your district.

School year: \_\_\_\_\_

School District: \_\_\_\_\_

Child Nutrition Partner:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Teacher, Administrator, Nurse Partner:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

## **The SHAPE California Lead Team**

### **WORK PLAN**

Put an "X" in the box that reflects how both lead partners will work as a team to implement the activities in the Work Plan. List additional ways you will work as a team in the space provided.

Jointly develop and implement Work Plan.	
Meet regularly to discuss project.	
Assign lead person for each activity.	
Jointly assess progress.	
Attend two SHAPE California regional meetings together (fall/spring).	
Other:	

### **Offering Healthy Meals**

Put an "X" next to the menu planning options being implemented in the district.

Note: Detailed information regarding menu-planning options will be obtained from the renewal packet that was submitted by the district to the school nutrition unit.

Options:

\_\_\_\_\_ NSMP/SHAPE

\_\_\_\_\_ Food Based /USDA

\_\_\_\_\_ NSMP/USDA

\_\_\_\_\_ Revised Meal Pattern/SHAPE

Describe any changes planned in the coming year about the menu planning options used in the district.

## **Target Sites**

### **WORK PLAN**

List target sites, grade level(s) and the schools. Target sites are those sites at which you will be implementing the activities outlined in the Work Plan.

<b>Site Name</b>	<b>Target Grade Level(s)</b>

(you can make an extra copy of this page, if needed)

## **Promoting Student Nutrition Education**

### **WORK PLAN**

Describe how the two lead partners will support teachers' efforts to incorporate nutrition <i>into the core curriculum</i> .
Describe plans to assess the effectiveness of the support.

Describe how the two lead partners will support teachers to teach nutrition <i>as a stand-alone subject</i> .
Describe plans to assess the effectiveness of the support.

**Promoting Student Nutrition Education (continued)**  
**WORK PLAN**

Describe how the two lead partners will promote nutrition education in the cafeteria.
Describe plans to assess the effectiveness of the support.
Describe how the two lead partners will promote the link between nutrition education in the cafeteria and the classroom.
Describe plans to assess the effectiveness of the support.

## **Building and Maintaining Partnerships**

### **WORK PLAN**

List activities that will be conducted to foster partnership building. Put an “X” by the group(s) that will participate in each activity.

	*S	*T	*A	*SN	*CNS	*P/C
Partnering Activity						
<i>Example: Cafeteria tour</i>	X	X			X	X

\*S =Students

\* CNS =Child Nutrition

\*T =Teachers

\*P/C =Parents/Community Staff

\*A =Administrators

\*SN =School Nurses

## **Implementing Nutrition Policy**

### **WORK PLAN**

Place an "X" in the box that best describes the status of board-approved written food and nutrition policies. List additional policies in the space provided.

	Policy does not exit	In process of developing	Approved	Implemented
Competitive Food Sales				
A la carte Sales				
Health Education				
Nutrition Education				
Breakfast Program				
Staff Training- Teachers				
Staff Training- Child Nutrition				
Other:				

## **Marketing** **WORK PLAN**

Put an "X" in the column that indicates which marketing activities will be conducted with which group(s). List additional activities in the space provided.

Marketing Activity	Not Planned	*S	*T	*A	*SN	*CNS	*P/C
Menu slicks							
Parent Articles							
Quarterly newsletter							
Incentives and rewards							
Other:							

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## **Professional Development**

### **WORK PLAN**

Indicate professional development activities that are planned. Put an “X” in the column that indicates who will receive the training.

PROFESSIONAL DEVELOPMENT TOPICS	Est. month of training	Est. # hrs. of training	*T	*A	*S N	*CNS	*P/C
<i>Example: Basic Nutrition</i>	<i>October</i>	<i>2</i>	<i>X</i>			<i>X</i>	

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